

**UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Miss Candow **Lesson #:** 2 **Facet:** Application

**Grade Level: 11-12 Numbers of Days:** 3-4

**Topic:** Word Choice and Details in Narratives

**PART I:**

**Objectives**

Student will understand that word choice and specific details set and alter narrative tone. Understanding the importance of details can help your future planning, such as events and get-togethers.

Student will know theme, foreshadowing, allegory, allusion, characterization, point of view, setting, and the importance of theme and symbolism, character details (such as archetypes and foils), and the significance of time.

Student will be able to use telling details to create a layered narrative.

**Product:** Podcast

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**

**Common Core State Standards**

**Content Area:** English

**Grade Level:** Grade 11-12

**Domain:** Writing

**Cluster:** Text Types and Purposes

**Standards:** 3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences.

d. Use precise word and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Rationale:** The students will be looking closely at the details of short fiction, and understanding their importance in adding to the narrative. Students will also begin writing, editing, and rewriting narratives in order to produce clear and coherent writing.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding strategy during instruction**

As a way to check understanding, students will participate in a brief game of four corners, in which they will break into four groups based on their understanding of the material.

**Section II – timely feedback for products (self, peer, teacher)**

Students will peer-evaluate each other's podcast transcripts prior to recording using a checklist. They will be looking to see if there are details that add to the story, and are referenced in each of the podcasts. The teacher will offer feedback using a checklist and making comments. The teacher will be looking more closely at detailing, and at the narrative flow of the transcript.

**Summative (Assessment of Learning):**

**Podcast** - In small groups, students will develop a short narrative that will span three 2-3 minute long podcasts. The narrative must include details in each of the episodes that add to the story in a meaningful way, and that are referenced in at least two of the episodes. Students must include at least one instance of sound effects or music in one of their podcasts.

**Integration**

**Technology (SAMR):**

Students will be using audio files, which they are now acquainted with after lesson one. They will be required to add either sound effects or music in their podcast, which will bring the assessment to the Modification level.

**Math:** One of the given riddles could be a problem involving simple mathematics.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will use a sandwich graphic organizer to note key details in a selection of reading. This is something we will fill out together in class. Students will participate in a think-pair-share exercise, where the teacher will ask a question and they will have time to think about it and discuss it with a partner, and then have the chance to share their findings with the rest of the class.

**Section II – Groups and Roles for Product**

In small groups, students will write and record 3 short narrative podcasts, adding details that reference past and future events in the narrative. The groups will be made up of 3-4 people, with each having a contribution in some way. They should all have a hand in the writing, and they must all have a vocal presence in the podcast.

**Differentiated Instruction**

**MI Strategies**

**Verbal**:Students will be reading an example of short fiction, which we will use to connect details throughout the story.

**Logic**: The riddle hook will require students to critically think about the answer.

**Visual**: The sandwich graphic gives students a way to visualize the importance of details.

**Kinesthetic**: Students will participate in a sit/stand activity. Students will all stand and listen to a description of a member of the class. Once a detail no longer matches up with them, they will sit down.

**Intrapersonal**: Students will write personal descriptions of themselves, starting with broad information like physical appearance, and moving towards more personal details. These descriptions will be used in the kinesthetic activity.

**Interpersonal**: The assessment for this lesson will be done in small groups.

**Naturalist**: There will be some focus on physical setting in short fiction, which often has an impact on the underlying symbolism of the story.

**Modifications/Accommodations**

***From IEP’s (Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

See the paragraph on the syllabus. If students are absent for the whole lesson, they will be expected to find a time to meet with the teacher so the teacher can give them the basics of what they've missed. Students will have to independently finish any in-class work. If they are not able to participate in the group project, specific accommodations will be made with the teacher.

**Extensions**

**Technology (SAMR):**

The audio file can reach redefinition level if it were published in some way, or accompanied by a video.

**Gifted Students:**

Gifted students will be required to have sound effects/music in all three of their podcast episodes, and will either need to publish it in some way, or create an accompanying video product.

**Materials, Resources and Technology**

Laptops/Ipads

Pencil/Paper

Sandwich chart handout

Copy of "A Good Man is Hard to Find" by Flannery O'Connor

**Source for Lesson Plan and Research**

<http://www.eduplace.com/graphicorganizer/pdf/sandwich.pdf>

Sandwich chart handout

<http://xroads.virginia.edu/~drbr/goodman.html>

"A Good Man is Hard to Find" by Flannery O'Connor

[http://literarydevices.net/](http://literarydevices.net/#gti_R)

All definitions used can be found here

<http://www.shmoop.com/good-man-hard-to-find/literary-devices.html>

Literary devices in AGMIHTF

<http://www.audacityteam.org/>

Audacity

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*

**Agenda (include days and times)**

Day one:

Finish lesson 1- 50 minutes

Begin lesson 2 with riddle hook, giving students time to work through it - 10 minutes

Explain the importance of details in general life, including when making plans and telling stories - 20 minutes

Assignment: Finish timeline from lesson one, re-examine AGMIHTF (optional)

Day two:

Discuss the different things that make up the important details of narrative fiction - 30 minutes

Discuss these things in relation to “A Good Man is Hard to Find” - 40 minutes

Introduce podcast assessment, split student up into groups - 10 minutes

Assignment: Begin working on podcast, including coming up with a plot line. This can be done collaboratively in a Google Doc.

Day three:

Work day for students, they should have their transcripts complete by the end of this class period - 80 minutes

Assignment: Finish transcripts if not already complete, begin thinking about how to incorporate music/sound effects.

Day four:

Peer review session - 40 minutes

Details activity - 40 minutes

Assignment: Complete podcast

**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)

Students will understand that word choice and specific details set and alter narrative tone. Understanding the importance of details can help your future planning, such as events and get-togethers. Common Core Standards are: *3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise word and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.* As a hook, the teacher will tell one or more riddles in which the details are important in figuring out the answer. Students can either try to solve these on their own, in a group, or as a class, depending on how the teacher feels would work best.

**Where, Why , What, Hook Tailors:** Verbal/Linguistic, Logical/Mathematical

Students will know theme, foreshadowing, allegory, allusion, characterization, point of view, setting, and the importance of theme and symbolism, character details (such as archetypes and foils), and the significance of time. See content notes for further details. Students will use a sandwich graphic organizer to note key details in a selection of reading. They will be expected to fill out each section of the graphic organizer with different key details that reveal something about the story, whether it be setting, foreshadowing, theme, etc.  Students will participate in a think-pair-share exercise, where the teacher will ask a question and they will have time to think about it and discuss it with a partner. These questions could be things such as ‘What is one character archetype in “A Good Man is Hard to Find”?’ Or “How does setting contribute to the narrative?”. Students will think for themselves, discuss it in partners, and then be given an opportunity to share their findings with the class. As a way to check understanding, students will participate in a brief game of four corners, in which they will break into four groups based on their understanding of the material. They will be asked questions similar to those in the think-pair-share exercise, and will split into the following groups: I know the answer, I think I know the answer, I don’t know the answer, I need more information. This will show the teacher those who have full understanding, and those who may be struggling.

**Equip, Explore, Rethink, Tailors:** Verbal/Linguistic, Bodily/Kinesthetic, Interpersonal, Intrapersonal,

Student will be able to use telling details to create a layered narrative. They will prove this by creating a podcast that uses details to add to the narrative. They will be doing this in small groups and will be using audio software such as Audacity, which was introduced to them in the previous lesson. They will be given an entire class period to work on this allowing me to monitor how well the students are cooperating.

Students will peer-evaluate each other's podcast transcripts prior to recording using a checklist. They will be looking to see if there are details that add to the story, and are referenced in each of the podcasts.

**Experience, Revise, Refine, Tailors:** Verbal/Linguistic, Interpersonal,

I will offer feedback on their transcripts using a checklist, primarily looking to see evidence of recurring details and other literary devices that add depth to the story. I will also have a comment space in order to make notes on group team work, as well as the flow and comprehension of the narrative itself (e.g. whether or not it follows a well-developed plot line). This will connect to their final narratives, as I will expect them to use details to enhance their own stories.

**Evaluate, Tailors:** Verbal/Linguistic,

**Teacher Content Notes**

Students will know:

Theme - The underlying meaning of a literary work. This can be stated directly or indirectly. This is not the topic or subject of a work of fiction, nor is it a moral. Themes include: Love, Good v. Evil, Revenge, Religion, etc.

Foreshadowing - A hint of events to happen later in the story. This can be revealed through dialogue, events, and even occasionally the title of the text. Foreshadowing is designed to create suspense in the reader. Often times, foreshadowing will not be realized until the event it was foretelling happens.

Red Herring - Related to foreshadowing, this is a technique often used in mystery or crime fiction. Red herrings are details that are easily perceived to be foreshadowing, but are actually used to distract readers by giving them incorrect or misleading hints.

Allegory - A story in which abstract ideals are symbolically represented by characters and events. An allegory itself is a complete work, not a single part of a work.

Allusion - A brief and indirect mention of a person, place, event, etc. of significance. It is not described in detail, and it is expected that readers are already aware of the reference. Often times, these references will be religious.

Characterization - This is how authors highlight and explain the actions of a character. Characterization begins with the introduction of a character, and is proved through the thoughts, actions, and reactions of the character throughout a literary work.

Archetypes - Characters and situations that represent a universal pattern. Archetypes appear across all works of literature, and are considered universal symbols. Common archetypes include:

The Hero - Exhibits predominantly good qualities and struggles against evil..

The Mother - Guides and directs children, offers spiritual and emotional nourishment

The Stepmother- A type of mother, who embodies the opposite of what the mother character traditionally represents.

The Villain - Opposes the hero to any extent, the character the hero must defeat in order to bring justice.

The Journey - A physical or emotional journey that the main character must embark on in order to understand themselves or the world.

Good v. Evil - A clash between the forces representing all good, and those representing all evil

The Initiation - Experiences that the main character must go through in order to reach maturity.

Foil - A character whose qualities completely contrast that of another character, with the intention of highlighting the qualities of the other character. Foils are often secondary characters designed to enhance the importance of a literary character.

Time - Time is an important part of setting, as the time of day/year can give clues as to the tone of the story. Morning/Spring often represents youth and beginnings, where Night/Winter represent death and endings.

Day one will primarily focus on introducing the topic of details in narrative fiction. This will begin with a riddle hook, using any riddle the teacher believes to fit the topic best. If needed, several riddles may be used to pass time. The teacher will then explain the importance of details from a “real world” standpoint. This includes details when planning things. If making plans to go places, you would need details on meeting time, location, who is attending, potentially a schedule if there are time constraints. If planning an event, you would need to know all items needed for decoration, for the purpose of the event, any food that might be needed, how to accommodate anyone who might attend the event, time, location, schedule of events if needed. In telling stories, details are important so there is no miscommunication that could cause conflict, or so you don’t mess up events in your story that are pertinent to the end result.

Day two will focus on several literary devices that are used in fiction and are either used as details, or are revealed through details. The teacher will then continue guiding class discussion to talk about these elements in terms of AGMIHTF. This shmoop entry could be of use. Discussion should include themes, symbolism, setting, foreshadowing, characterization, and archetypes. Throughout this time, students should be filling out their graphic organizers.

The assessment for this lesson will be introduced. Students are already acquainted with the audio equipment and should not require any instruction on the software.

Day three is primarily a work day for students. The teacher should be walking around and asking questions about each group’s projects, making sure they are focused and on task. They should be close to completing loose transcripts, and will be expected to have them finished by the next class for peer reviewing.

Day four will begin with students peer reviewing. Each student should have a copy of the transcript, as they will form new groups in which each member of each group has a different transcript to be edited. After this, students will participate in a detail activity. Each student will write a description of themselves, starting with broad details such as gender, hair color, eye color, etc. and will gradually get more specific. These will be handed in and then the teacher (or another student) will pick one out. All students will stand, and as they no longer fit characteristics of the description, they will sit down until there is only one person left standing. Repeat as many times as you would like.

**Handouts**

Sandwich organizers

Checklists

“A Good Man is Hard to Find”

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** Students will have instructions explaining what I am expecting from their podcasts, including the items on the checklist. They will understand that details are an important in making their final narratives rich and engaging.

***Microscope:*** The riddles at the start will give microscope learners the opportunity to work out the problem on their own. The class will also be following a discussion technique that will allow students to try and figure out the details and how they add to the story on their own, rather than having me simply speak at them.

***Puppy:*** Much of the class will allow for discussions, giving the puppy learners the support they seek from their peers. They will also be working in groups for this assessment, and will be peer workshopping .

***Beach Ball:*** The assessment for this will allow beach ball learners some freedom to create their own project (granted they are working with others). The class discussions will allow them to give their personal input, and allow them to work through their understanding of the content.

***Rationale:*** It is important to consider a variety of learners in the classroom, and to be able to adhere to each of them in some way. Group discussions and working in partners allows students to foster social interactions and engage with their peers. Understanding details will help students understand the importance of information in works of fiction, and in their own daily lives.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:***

**Section I – checking for understanding strategy during instruction**

As a way to check understanding, students will participate in a brief game of four corners, in which they will break into four groups based on their understanding of the material.

**Section II – timely feedback for products (self, peer, teacher)**

Students will peer-evaluate each other's podcast transcripts prior to recording using a checklist. They will be looking to see if there are details that add to the story, and are referenced in each of the podcasts. The teacher will offer feedback using a checklist and making comments. The teacher will be looking more closely at detailing, and at the narrative flow of the transcript.

***Summative:***

**Podcast** - In small groups, students will develop a short narrative that will span three 2-3 minute long podcasts. The narrative must include details in each of the episodes that add to the story in a meaningful way, and that are referenced in at least two of the episodes. Students must include at least one instance of sound effects or music in one of their podcasts.

***Rationale:*** Student understanding will allow students to see where others are in the class, in relation to themselves. This will allow them to seek help, and to offer help to those who need it. The assessment will allow them to show their understanding in a creative and collaborative way.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

Students will know theme, foreshadowing, allegory, allusion, characterization,point of view, setting, and the importance of theme and symbolism, character details (such as archetypes and foils), and the significance of time.

***MLR or CCSS or NGSS***

**Common Core State Standards**

**Content Area:** English

**Grade Level:** Grade 11-12

**Domain:** Writing

**Cluster:** Text Types and Purposes

**Standards:** 3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences.

d. Use precise word and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

***Facet:*** Application

***Rationale:*** Students will understand that well chosen details are key to a strong narrative. They will be able to use telling details in their own works of fiction, and will be displaying their knowledge in a collaborative work of fiction. They will be given the opportunity to edit and revise their writing, in order to produce clear, coherent writing.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Verbal:** Students will be reading an example of short fiction, which we will use to connect details throughout the story.

**Logic:** The riddle hook will require students to critically think about the answer.

**Visual:** The sandwich graphic gives students a way to visualize the importance of details.

**Musical:**

**Kinesthetic:** Students will participate in a sit/stand activity. Students will all stand and listen to a description of a member of the class. Once a detail no longer matches up with them, they will sit down.

**Intrapersonal:** Students will write personal descriptions of themselves, starting with broad information like physical appearance, and moving towards more personal details. These descriptions will be used in the kinesthetic activity.

**Interpersonal:** The assessment for this lesson will be done in small groups.

**Naturalist:** There will be some focus on physical setting in short fiction, which often has an impact on the underlying symbolism of the story.

***SAMR:*** Students will be using audio files, which they are now acquainted with after lesson one. They will be required to add either sound effects or music in their podcast, which will bring the assessment to the Modification level.

***Rationale:*** The content will reach each of the multiple intelligences in some way, allowing students to have a variety of connections to the learning material. They will have already been introduced to the audio software, but this will give them the chance to hone their use of it and make them more comfortable using it in the future.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** Students will be able to foster their creativity by creating the narrative podcasts for their assessment. At the start of the lesson, they will be given an understanding of why details are important in their everyday lives. Through think-pair-share, students will be able to reflect on their understanding and will be able to share their knowledge with other students. They will also be given time to peer edit their work.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** Students will be using audio files to explore technology. They will need to use sound effects/music, which will help them advance their knowledge of audio software. Students will be exposed to many different learning styles and intelligences designed to reach a variety of students. The summative assessment will allow students to show their understanding in a creative and collaborative way.